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ABSTRACT

This report charts the progress of the attempt at Canterbury College of Technology to develop and implement a fully integrated course--a Business and Technician Education Council (BTEC) General Diploma full-time course in business studies. Section One describes the course structure. Section Two discusses staffing, including the composition and duties of the four-member team and results of team teaching. Sections Three and Four focus on two stages of the project: planning of the core curriculum and its implementation. Topics include analysis of the basis for the core curriculum, production of new material, relevance, initial implementation, and experiential learning. Section Five addresses assessments and profiling. Section Six is an attempt to evaluate project success. Observations are made regarding wastage rates, punctuality, attendance, progress, BTEC and project aims and objectives, and reactions of students, parents, and the course team. Section Seven discusses transferability of the teaching approach. Concerns include accommodation and departmental structure. Section Eight presents recommendations for colleges adopting an integrated approach to vocationally oriented courses. Appendixes, approximately one-half of the report, include details of the BTEC course, sample work program, assignment inputs and programs, base room layout and equipment, assessment grids, and questionnaire results. (YLB)

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WORKING TOGETHER

Towards an integrated curriculum

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Dear Sir/Madam

WORKING TOGETHER - TOWARDS AN INTEGRATED CURRICULUM

Attached is a project report, commissioned by the FEU from Canterbury College of Technology, describing the processes necessary to promote and deliver an integrated curriculum.

In this case the curriculum was BTEC General, soon to be subsumed under the CPVE rationalisation. But the issues related to integration have an applicability wider than that of BTEC General or CPVE. The section headings: Staffing; Planning; Assessments and Profiling; Evaluation and Transferability - illustrate this. These are the issues that relate to any 'integrated' programme of learning whether it is YTS or a degree course.

The document should therefore be of immediate relevance to tutors associated with the BTEC General or similar schemes. The Canterbury team paid special attention to evaluating the success of their venture but they would not claim that this represents an evaluation of a BTEC General Diploma any more than they would claim that they have completely solved the problem of converting a BTEC General into a CPVE scheme.

What this document does record is a serious attempt to make the concept of integration work; and, not surprisingly, it raises as many organisational and resource issues as it does teaching/learning problems. Teamwork, commitment and the extension of professional skills are persistent themes throughout the report, for as the Foreword points out, success was not bought easily. Staff development, as usual, is seen as a critical issue.

This document should be a useful reminder to those who support a modular approach in curriculum design and delivery, that the problems of how an integrated programme of learning can be achieved, will still be around even if courses are modularised.

Yours faithfully

Jack Mansell

JACK MANSELL
Chief Officer

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A C K N O W L E D G E M E N T S

The Project Researchers would like to express their grateful thanks to the staff of Hoverspeed and Ricemans who gave so freely of their time to answer questions and provide information, especially the two Training Officers, Ted Unsted (Hoverspeed) and Diane Walster (Ricemans); to John Davis for designing the computer programs; to Charles Flood for technical assistance; and to Linda Brasier and June Greatorex for all the secretarial help they provided during the year.

FOREWORD

1. This report, which arises from an FEU project, charts the progress of the attempt at Canterbury College of Technology to develop and implement a fully integrated course : a BTEC General Diploma full-time course in business studies.

2. It should be noted that the strategies outlined in the report are curriculum-led. The project team was motivated by a wish that the curriculum concerned should realise more fully its (largely vocational) aims. This led to a decision to develop new programmes of student assignments, based round appropriate realistic tasks drawn from local firms. Assignments of this type were considered to demand a restructuring of course content, involving the integration of different modules, and the creation of a larger 'core' element. Team-teaching, using flexible accommodation, was then seen as a logical further step in support of the integrated curriculum. These concepts, it is true, are are by no means new to further education. They remain, however, relatively rare in the form described in the report, when we consider the national pattern of curriculum implementation for this type of course. The practicalities involved, as detailed in the report, are therefore unlikely to be familiar to most lecturers concerned.

3. Many readers will find Section 6 interesting in its attempt to evaluate the success of the project. There is evidence of significant success as a result of the new strategies, even allowing for the 'Hawthorn' effect which inevitably attends such experiments. There appear to have been improvements in the students' (and their parents') perceptions of the relevance of the course, leading to better motivation and achievment. With one exception, the team of teachers concerned also found it to be a more stimulating and rewarding experience. The approach adopted allowed more time for counselling and remedial help to students, who also gained from each other with the increased emphasis on group work. A small number of students with special needs were successfully integrated into the course.

assisted by this peer-group support. A more objective and detailed form of identifying and recording the pattern of individual student's abilities was also stimulated. Not the least of the report's interests to those involved in vocational preparation, is the description of the close and protective links which were formed with two local firms - something which is often claimed as a major barrier to improvements in vocational relevance.

4. It is clear that these successes were not bought easily. Some readers may feel that their achievement demanded unusual levels of commitment and enthusiasm from the staff concerned. Certainly, the report contains clear lessons concerning the crucial role which staff development must play in this type of curriculum innovation, backed by adequate resources and with the active support of college management and organisational structures. Those messages should be noted by all concerned with curriculum development for vocational preparation.

5. The report understandably makes reference to the replacement of BTEC General by the new Certificate of Pre-Vocational Education, which had not taken place at the time of its writing. Such references should be seen in context. BEC General Awards were originally designed as vocational qualifications for students committed to careers in business. Initially, they were undertaken by significantly more part-time than full-time students -that is to say, the majority of students were already employed in business. Economic changes since 1978 - in particular, the substantial growth in youth unemployment - have resulted in a substantial increase in full-time students, and a consequent drop in part-time numbers. Many full-time students enter these courses without any substantial commitment to a business career, other than a general wish to improve employment prospects. This has inevitably led to an increased emphasis on the general educational aspects of the qualification and its role as a 'pre-vocational' course. Its inclusion amongst the qualifications to be subsumed by the Certificate of Pre-Vocational Education is, in part, a recognition of these developments.

6. The report quite rightly emphasises certain areas of interest for anyone planning the introduction of CPVE. In particular, it provides a valuable illustration of the way in which a whole range of learning objectives - from general educational to specifically job-related - can be achieved in a vocational context. The techniques of integration and team teaching which are described are, no doubt, adaptable to other study areas. However, there are inevitable limitations, given the nature of the BTEC General Curriculum compared with that of CPVE. Negotiation of curriculum choice, non-vocational roles, the ability to explore a number of vocational areas, the development of formative and summative student profiles are, for instance, all significant features of the CPVE curriculum design which the report, inevitably, touches upon briefly if at all. (The latter aspect is discussed in the section on assessment, but even at the time of writing a significant range of profiles was already being used successfully elsewhere in other programmes of vocational preparation*).

7. With these caveats, the FEU is pleased to commend the report as useful reading for all concerned with the process of 'delivering' an integrated course, whether in programmes of vocational preparation, in mainstream vocational education or pre-vocational education.

FEU
July 1985

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* See, for example, Profiles in Action. FEU, October 1984.

INTRODUCTION

General

This report, arising from a project undertaken at Canterbury College of Technology, is concerned with the promotion of an integrated curriculum to a vocational preparation course which is commercially and industrially based. It has involved the identification and implementation of appropriate core curricula and encouraged ownership and transferability of skills. Curriculum-led staff development has been an important feature. The project involved a BTEC General Diploma course in business studies, but the college intends to extend the approach adopted to other vocational preparation courses.

Background

The increasing need for a wide range of vocational preparation courses in colleges, many linked with courses in schools, necessitates a more flexible and integrated approach than has previously been adopted. The introduction in the college of Business Education Council (BEC) courses in 1979 caused considerable rethinking on staff development and teaching methods and this project has therefore used the BTEC* General Diploma course to explore innovative team techniques. It has taken into account the problems which have become apparent in colleges and to which reference has been made in the various Annual Reviews of Standards issued by BEC/BTEC. The Fifth Annual Review of Standards (1983) published in January 1984 listed the major priorities on BTEC business studies courses as follows :

'2.1 Annual Reviews have shown that the two factors most crucial to course quality and to the development of relevant learning are:

(a) the existence of a course team which undertakes collective responsibility for effective programme design, implementation and review

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*The Business and Technician Education Council, formed in 1983 from the amalgamation of BEC with TEC - the Technician Education Council.

(b) provision of student learning activities which focus on developing throughout the course a core of vocationally relevant skills.

2.2 Strong support from management is essential for the effective development of a course team. Annual Reviews suggest that in many centres this may not have been appreciated, since developed course teams appear less common than might have been expected more than five years after the introduction of the first BEC courses.

3.1 An integrated vocational course requires an organisation of staffing and other resources which is quite different from that generally applied to courses based on separate subjects or groupings of subject disciplines.

3.2 The concept of a course based on 'class teaching' and of teachers presenting information to students for relatively long periods ('lecturing') is not appropriate to an integrated student-centred course. A restrictive interpretation of the 'class contact hour' as an accounting unit in many centres prevents teachers from planning the learning experiences and developing the associated assignments that are needed by students.'

Aims

The project had as its aims :

(i) to promote a fully integrated approach through team teaching
(ii) to identify and implement appropriate core curricula suitable for BEC General which may be applied to other vocational preparation courses
(iii) to promote experiential learning through commercially/industrially relevant assignments
(iv) to promote commercial/industrial involvement in course planning and implementation
(v) to encourage ownership and transferability of skills through process-based learning
(vi) to promote curriculum-led staff development

(vii) to explore techniques of college-based course evaluation.

Whilst the project was in operation it was learned that the BTEC General Diploma in Business Studies was to be incorporated into the new 17+ qualification, the Certificate of Pre-Vocational Education (CPVE). Early in May 1984 information was received in the Consultative Document of the likely format of the new provision confirmed with some amendments in the substantive document (January 1985). It was extremely gratifying to discover that the integrated approach suggested for CPVE had similarities with the approach emphasised in the project. The original intention of the project was to move more effectively along the lines suggested by BTEC in its various annual reports but the CPVE developments set the project in a new and wider context. It therefore became increasingly apparent that the project would enable the college to explore the benefits of an integrated course approach and its ease of transference to a broader context than just those formerly validated by BEC.

SECTION ONE - COURSE STRUCTURE

1. The BTEC General Diploma course on which the project was based is a one year full-time course. Its main aim is to provide a broad educational foundation for young people with few, if any, academic qualifications who hope to enter clerical, sales or other suitable employment in industry, commerce, distribution, and the public sector. The intention to subsume the BTEC General Diploma in Business Studies within the new Certificate of Pre-Vocational Education (CPVE) meant that during this project students were eligible for joint certification.

2. The BTEC General Diploma course comprises three 'core' modules*, five 'option' modules, and an element of 'cross-modular' work. Although they are taught as separate modules it is a requirement that all core modules (People and Communication, Business Calculations, The World of Work) must be closely integrated and that they should cover 'Central Themes' identified by BTEC as applicable throughout the business world, namely :

(i) money
(ii) people
(iii) the ability to receive and understand information and express oneself clearly
(iv) a logical and numerate approach to business problems.

3. Instead of teaching the three core modules separately and trying to correlate them the team determined to amalgamate them into one core. In addition, the cross-modular work was included along with three of the option modules which were considered sufficiently central to all basic business courses (Introduction to Business Accounts, Reception/Telephonist Duties, and Use of Office Machines and Equipment). This gave a central core to the course of six integrated modules, plus cross-modular work, leaving students to choose two further option modules to complete their BTEC programme. The central core comprised 84 per cent of a

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*For a more detailed description of BTEC General courses, see Appendix 1.

student's weekly hours. Approval was obtained from BTEC for this approach to be adopted, although it was agreed that assessments within the central core would be identifiable to the separate module headings.

4. Although they would not be dealt with in sufficient depth to complete a full BTEC option module it was also decided to include within the core a basic introduction to keyboarding skills and information processing.

5. The project dealt with the college's entire BTEC General Diploma group for the 1983-84 session. This started with 54 students, the equivalent of three teaching groups, based on the county's normal class size for full-time non-advanced work. These students were amalgamated into one course group.

6. Weekly staff teaching hours were calculated at four hours per core module, two hours per option, one hour keyboard skills and one hour cross modular work, giving a total of 20 hours per group - 60 hours lecturers' time for the three groups.

7. The group was housed in a large open-plan room and the core was timetabled each morning from 9.00 to 12.00 am and on Monday and Wednesday afternoons from 1.00 to 4.00 pm and 1.00 to 3.00 pm respectively. Each student was then required to choose two options from amongst Office Typewriting, Introduction to Government, Law and the Individual, and Introduction to Information Processing, these being timetabled on the 'non-core' afternoons, Tuesday, Thursday and Friday from 1.00 to 5.00 pm. Students were thus required to attend full days on four days a week with one afternoon free according to which options they chose. The common problem of students having a number of gaps in their timetable necessitating long waits between modules was eliminated (see Fig.1).

8. The 20 hours core time was not divided into curricular units; a team of four lecturers was made responsible for preparing a framework for the year's work and a detailed scheme of work on a weekly basis. Two lecturers were involved for the full 20 hours each, one for 14 hours, and one for 6 hours per week.

Fig. 1 : **Weekly Timetable**

	9.00	12.00	1.00	3.00	4.00	5.00
MONDAY	CORE		CORE			
TUESDAY	CORE		OPTIONS			
WEDNESDAY	CORE		CORE	OPTION		
THURSDAY	CORE		OPTIONS			
FRIDAY	CORE		OPTIONS			

9. The benefits which were aimed for from this method of structuring included :

(i) all students would use the same material, receive the same tuition, benefit from the expertise of all the lecturers involved and receive a common standard of assessment

(ii) overall planning and implementation of course and module aims would be carried out by a closely knit team operating together on a daily basis

(iii) the development of central themes could be ensured, an emphasis on developing skills and attitudes could be fostered, and the work load of students could be carefully monitored

(iv) with up to 60 students housed in the one room there would be the equivalent of three 'class contact hours' involved in each teaching hour. Staff would have the flexibility of having one, two, or three lecturers with the whole group; one or two with small groups of students; or one or two dealing with preparation of material and assessment. The staff were thus able to vary the size of the group as required and overcome some of the problems normally arising from restrictive interpretation of the 'class contact' hour.

SECTION TWO - STAFFING

10. The team of four was drawn from staff with the differing teaching backgrounds of communications, book-keeping, banking and secretarial subjects. As secretarial subjects were a relatively minor part of the core section, the latter member dealt mainly with keyboarding skills whilst the others handled issues from all module areas.

11. In choosing the team it was considered advisable to use only those staff who were keen to experiment with a new approach. The three main team members had worked together briefly in the past and had expressed a desire to work together more closely on an integrated team approach.

12. With the need to plan a new structure for the course and teach up to 60 students as a single group there was a need for sound teaching experience. Two members of the team were lecturers with more than 10 years' experience.

13. It was hoped to utilise the varying strengths of staff within the team, areas of expertise not necessarily allied to teaching specialisms. Identified duties included :

(i) collection of course material
(ii) the analysis of the material and the drafting of outline assignments
(iii) the writing of the assignments
(iv) the keeping of records, storing of materials, provision of resources and general clerical organisation
(v) student welfare and guidance.

The preparation of outline assignments under (ii) was considered essentially a team exercise to capitalise on the expertise of each lecturer but the other requirements could be allocated to individual staff according to their particular skills and wishes.

14. Experience on the project underlined the need to provide time for staff to adapt to the integrated approach required for

this type of programme. The secretarial staff member with only six hours a week involvement found difficulty in finding the time to gain information about changes in her flexible weekly programme which could vary the content and timing of her six contact hours (see Appendix VIII). This led to a change of staff during the first term. The replacement member of staff was keen to adopt a team-teaching, student-centred learning approach but was in her first year of teaching. Lack of experience in teaching a large group of students in front of other lecturers proved to be much too difficult an ordeal. In addition, as her appointment included responsibility for developing the College Training Office, she felt 'she should devote all her energies to that end'.

15. Experience during the project suggested that :

(i) Staff need a high degree of flexibility, with the ability to sudden variations in weekly or even daily programmes. Some staff may already be appropriate whilst others may only develop a suitable approach with sufficient guidance and experience.

(ii) In addition to an induction programme the introduction of new members of a team to the teaching programme during the course needs to be carefully monitored. Advice and assistance may be required over a considerable period of time to build up confidence.

(iii) If staff have only a few hours' commitment to the group the demands of other teaching may seriously affect their level of involvement (see paragraph 22 (iii)). (With the first year's experience behind them, the team are finding the question of involving other staff far less of a problem. It is now possible to pinpoint areas where staff, with two or three hours timetabled for the group, can be given a clearly defined area to develop. Some flexibility in the times when these staff can be used is still regarded as essential.)

16. Two part-time members of staff were brought in during the second term to assist the full-time team members. They were gradually developed to be able to take a more positive role in the teaching programme and their participation will increase in

the second year of the project.

17. The BTEC Fifth Annual Review (Paragraph 3.5) stressed that the problem of forming effective teams was at its greatest when staff were drawn from several departments. Three members of the Canterbury team were within the Department of Business but one was drawn from another department. As this member of staff was involved for 20 hours a week, she was effectively fully seconded to the project.

18. The project has not only sought ways of implementing the BTEC need for an integrated approach to structuring courses and preparing material but has taken the further step of teaching the material as a team. BTEC Annual Reviews have indicated that there is little evidence of this development taking place on BTEC courses in colleges, although it would seem a natural extension of joint preparation of subject matter.

19. Many results of team teaching became apparent during the project :

Professional Development

(i) Heightened awareness of staff to disciplines other than their own can arise during the joint teaching period, in the assessment of assignments, or when an analysis is carried out with students by the lecturers. This is allied to an increased knowledge of the other subject areas and consequent extra confidence in handling broad based assignments. It makes little sense for a lecturer to attempt to teach part of the central core of a basic business course without the breadth of knowledge which it is hoped the students will achieve by the end of the course.

(ii) The development of specific skills in the BTEC central themes of numeracy and communications may well be needed by lecturers and could arise naturally from team teaching. The implications of Teaching Literacy and Numeracy to Craft Students (Adult Literacy and Basic Skills Unit, July 1983) are particularly relevant in this context. The added requirements of vocationally orientated skills which are crucial to YTS and CPVE curricula could be similarly developed.

(iii) The updating of commercial practices within assignments is essential and awareness of changes in particular areas by one member of the team can soon be made known to the others.

Job Satisfaction

(iv) Some lecturers have expressed the view that the integrated approach may 'rob' them of their specialism. Team teaching places the emphasis on the important contribution that each would make with their specialist knowledge. In addition to contributing to assignment preparation this would be of paramount importance during the actual teaching sessions.

Organisational Advantages

(v) The restrictive interpretation of the 'class contact hour' criticised by BTEC (paragraph 1, section 3.2) could be overcome. In this project, the grouping of three classes for 20 hours per week gives a total of 60 'class contact' hours within the 20-hour weekly course schedule. Staff have the option of varying the size of the teaching team and/or of the student group according to needs. Actual contact hours/preparation time/marking/ organisational work are completely flexible and may vary for each team member week by week. Once the initial course structure and assignments are prepared this flexibility should enable the total contribution of all lecturers to be achieved within their normal weekly hours.

(vi) Absence of a member of staff does not have the detrimental effect on students that may otherwise occur. Other members of the team have full knowledge of what is to be done and can either bring in replacement staff or restructure the teaching programme.

SECTION THREE - THE CORE CURRICULUM - PLANNING STAGE

20. The first stage of the project began in May 1983 with a grant from Kent County Council's Curriculum Development Fund. This enabled the three lecturers who had been given the major responsibility for the course to visit local industries and a number of other colleges. Meetings were held throughout June and early July to pool ideas and to agree on the approach to be adopted for the new course. The fourth member of the original team was not fully involved until September - partly because of commitment to Secretarial examinations and teaching, and partly because much of the work continued through the summer vacation when it was increasingly difficult to arrange full team meetings. This proved in the end to be a regrettable mistake as the fourth member never really understood what the team's objectives were for the core curriculum.

Analysis of the Basis for the Core Curriculum

21. As part of the BTEC General diploma, the content of the core necessarily had to follow the objectives laid down in the module specifications of BTEC. The new learning objectives with their greater emphasis on skills, especially in the field of information technology, were chosen for immediate use rather than waiting for compulsory introduction in September 1984.* Familiarity with FEU's A Basis for Choice (1979) led the team to design a curriculum that would asses students on :

(i) **Practical Skills** - All students would cover keyboarding in the first term. This basic skill could then be used as and when required on core assignments, for specialised typewriting tasks or for computer work. This applied to all students, not just to those taking the BTEC General Office Typewriting option. Dexterity with typical office machinery and practical experience with filing and the skills of telephone/reception duties were also imperative. The group of 54 prospective students included

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*Revisions to the BEC/BTEC General Diploma were published in 1983 for introduction in 1984.

females and males, but areas were not designated as more appropriate to either sex. In practice, the theory proved workable and all skills were developed in all students.

(ii) **Organisational Skills** - Flexibility and responsibility were two attributes the team decided to encourage. Students would therefore be required to work effectively in a group and then adapt to work on their own. This often involved complicated tasks on which students would be expected to concentrate and complete without being taken aback by their cross-curricular nature. Work within the college was planned so that students could have experience of a routine job and learn to deal with any problems that arose.

(iii) **Personal Development** - The team analysed attitudes to work and decided students would be assessed on punctuality, reliability, efficiency in completing a task, etc. Section A of the BTEC Learning Objectives for the World of Work core module places a very strong emphasis on employers' expectations of employees including 'loyalty, commitment, consistent work, honesty, good time-keeping'. It was also decided that time would be set aside for individual tutorials where students could discuss the areas of the course they found difficult, and their ideas for their own, or the course, development The intention was to build up the students' confidence and ability to understand and articulate their feelings.

The Need for Team Meetings

22. A decision was made right from the start that the team would allocate at least one afternoon a week throughout the year for :

(i) The planning and revising of the new material. (The actual writing of the new material was done outside college hours.) All assignments had to be fully understood by each member of the team.

(ii) Agreement by the team on the method of implementing and assessing the new material and the practical skills involved.

(iii) The design of a week's programme. The team also wanted to

be able to adjust the proposed design if an opportunity for experiential learning based on students' wishes occurred. Often, this could not wait for the team's next scheduled meeting. The week's programme would be drawn up on Thursday and then might be radically altered by the following Monday afternoon in the light of what happened on Monday morning. The team was never committed to follow through to the bitter end what was obviously a disastrous idea. If one approach failed to elicit a positive response, another was tried. Because all the main members of the team were with the students for the bulk of the core time, decisions could be made on the spot and alterations effected. It was this aspect of the course, even when changes were kept to a minimum, that the original fourth member of the team found impossible to accept. If the team could have timetabled her a regular slot within the hours allocated on her timetable for the core and allowed her to develop her material independently, she would have been much happier. Unfortunately, the team's commitment to integration, and to developing themes of communication and numeracy throughout the course, precluded this approach. A sample two-week work programme for staff and students is given in Appendix II.

Decision to Produce New Material

23. With the introduction of BEC courses in the college five years ago, teams of lecturers had been set up to write material for them. Changes that had taken place, especially in information handling, during the five years rendered many of these original assignments obsolete and, having been designed for separate modules, they could not easily be adapted to an integrated approach. The team therefore decided to abandon virtually all the old material and to construct material more in line with the new curriculum intentions. Whilst this was undoubtedly the right decision to make, the task of providing 20 hours of new material each week in addition to running the course proved to be a considerable undertaking. In retrospect, it is suggested that :

(i) A longer preparation period would be advisable. If staff had had time available from the previous January, the collection of material could have been completed during the spring term.

The preparation of assignments would then have been possible during the summer term.

(ii) Three or four major assignments need to be fully prepared and available before teaching starts. In addition a quantity of 'back-up' material that can be assessed simply should be on hand.

(iii) In addition to remission from class contact during the preparatory period the staff may require some remission from their teaching timetable during the first year of an integrated course.

The Requirements of the New Material

24. Full-time BTEC General students from the previous year (1982-83) were asked for their comments on the structure of their course and how useful they had found the assignments, bearing in mind their week's work experience. Their answers suggested that they found the majority of assignments only vaguely relevant as a preparation for work. Although many students were willing to concede they had 'learnt a lot', the most frequent complaint about the assignments was that they were 'boring'. The main dissatisfaction with the structure of the course centred on the bunching of assignments with the consequent uneven workload and the monotony of the teaching approach - often straight lecturer input followed by the students writing. Many of the issues raised in the FEU project report College-based Course Evaluation relating to the BEC National Level, were equally applicable to the 1982-83 BEC General course at Canterbury. On analysis, Canterbury's existing assignments at the General Level suffered from the following faults highlighted in the Fourth Annual Review of Standards, BEC National Awards :

'**Relevance**

4.1 Relevance requires realistic material and activity. Some assignment programmes were based directly on a particular textbook while in others, assorted texts together with past examination papers formed the main input. The subject-knowledge orientation of most existing business studies textbooks (despite

the misleading 'BEC' flash frequently seen on covers) makes such practice doubly inappropriate.

4.2 Linked with over-reliance upon and/or inappropriate use of textbooks, reviewers found that in a very high proportion of module programmes :

4.2.1 assignment material was rarely obtained from relevant sources (e.g. local business, students' employment, student research, documents employed in current business practice or closely based on such practice);

4.2.2 assignment and examination tasks (including those involving numeracy or accounting work) emphasised the testing of knowledge rather than the development of skill and initiative : there was a preponderance of stereotyped descriptive, mechanical-repetitive and other rote-based exercises;

4.2.3 provision of a variety of student tasks, in realistic contexts and for specified audiences (other than teacher, examiner, or fellow student) was rare;

4.2.5 'case studies', when presented, were often not the basis for realistic tasks, but simply a cosmetic preamble to questions calling for descriptive essays or routine calculations;

4.2.6 rôle adoption, when used, often seemed likely to be more relevant to the textbook author than the student ('advise the managing director', 'write to the Chancellor of the Exchequer');

4.2.7 assignments failed to draw upon everyday implications and applications of the new technology, as it is increasingly affecting business and employees of all kinds.'

The following conditions were, therefore, agreed :

(i) The structure of the course would be flexible and varied so that the major assignments could be interspersed with other related works.

(ii) Assignments would be based on the practices and procedures

of real companies to ensure an industrial and commercial relevance which would strongly motivate students. The choice of real companies also resulted in the use of the forms, documents, headed notepaper, advertising material, etc. employed by the company concerned. A continuing relationship with the company would be maintained to ensure updating of assignments in future years.

(iii) Assignments would be task-based and students would be required to work through them during the core time.

(iv) Assignments would involve a range of skills which in turn would call for a variety of teaching methods to implement and assess and would combine effective group and individual work.

25. These conditions led the team to the eventual decision to base each term's assignment on one local company. The advantages of this were :

(i) The term's assignments could be planned to increase the students' growing awareness of how the company functioned.

(ii) Assignments were no longer isolated units but structured to build on previous understanding. One danger with the old system and its reliance on separate assignments for independent modules was its demand on students to think themselves into a different (artificial) situation with a different rôle to play in every module - the equivalent of expecting a student to change job and place of employment every hour or two - an experience that most lecturers would find impossible to accept! Assignments then become, for the student, a fragmentary, unrealistic and unsystematic way of learning.

(iii) The themes of communication and numeracy developed naturally. A problem in the past with the BTEC cross-modular programme was the artificial addition of communication or numeracy. How many lecturers, delegated the responsibility of writing a cross-modular assignment, have decided to include a report, memorandum, or letter, to satisfy the communication theme, regardless of whether or not the situation logically required the transmission of information in that form? The team

decided the best approach to assignment writing was to start from the company and its practices rather than the reverse procedure of starting from the learning objectives of the BTEC course and writing an assignment to fit them. After drafting an assignment with its pattern of tasks, the team then went back to the BTEC modules and were gratified by the number of objectives each assignment covered.

(iv) All assignments automatically became cross-modular or integrated in approach, as little is done in isolation in an actual company. The team hoped that through this approach the students would become aware of an organisation in practice and the flow of communication from one department to another, the danger of breakdown in communication from one person to another, or several others, the effect of the work of one department on another - rather than simply the theoretical exercise of drawing up organisation charts.

(v) The choice of a local company meant that students could identify with that company. Visits could be easily arranged and some of the staff employed by the company could be encouraged to participate in the assignments and to provide input. Students would also respond to the environmental problems and labour demands of their immediate area and understand, for example, the development of service industries in Kent with its channel ports and dependence on the tourist trade.

The New Material

26. The two companies selected to launch the first two terms of the course were Hoverspeed UK Limited, a cross-channel hovercraft operation based in Ramsgate and Dover, and Ricemans of Canterbur y Limited, an independent, family-run department store. Both companies are service industries and the team plans to extend the range of material to include a manufacturing concern and possibly a farming cooperative. The choice of Hoverspeed was determined mainly by the feeling that such a company would appeal to students. Transport of people and freight across the Channel is an important industry in south-east Kent and the hovercraft is a modern vehicle. The decision to use Ricemans in the second term was based on the range of clerical jobs that could act as the

basis for assignments. No company was actually rejected and the team is convinced that if, for example, an insurance company (although less 'glamorous' than either a travel organisation, or a department store) or a local paper mill had been chosen. assignments could have been equally satisfactory.

27. The team believes, however, that the size of company is important. Both companies were small enough for their complete operations to be understood by students and yet large enough to offer a range of different departments. If a larger organisation had been chosen then it would probably have been necessary to concentrate on one department or area.

28. The full cooperation of the two companies was sought and obtained from the respective managing directors and the task of gathering information began in late June and July, with the main contact in each company being the Training Officer. Both companies have been completely open and honest in answering questions and providing examples of all their procedures. Several visits were made to the companies and telephone calls dealt with small queries. Once these early visits were over the companies ceased to be 'pestered' and an excellent relationship with both companies has been maintained. Some practical benefits for the company, apart from good publicity, may develop. As a result of their Hoverspeed trip, students have produced constructive ideas to improve the efficiency of the Discount Centre at Dover and there are plans for next year's students to prepare Hoverspeed's in-house magazine. This will involve students in collecting material, designing the layout, reproducing, delivering and costing. The charge to the company will simply be for the materials used.

29. A lecturer in Computer Studies who was involved at this stage was sufficiently interested in the project to accompany the team on their visits. Unfortunately teaching commitments outside the project prevented any further participation, but his notes were handed over to a part-time lecturer who proved an invaluable asset in producing computer programs based on Hoverspeed's reservation and Hicemans' monthly accounts. These were later integrated into assignments.

30. Having collected all possible material, the team then constructed an outline for the first term based on Hoverspeed. Each member of the team took responsibility for developing certain assignments. At subsequent meetings drafts were produced for discussion, criticism, and alteration until the team was satisfied.

31. The assignments increased in complexity and/or range of skills required during each term. The structure of the two terms' assignment programme and samples of Hoverspeed and Riceman assignments are included in Appendix I.

32. Answers then had to be found to problems of implementation. The new material was to be given its first test by a very large group of students. This would obviously require a variety of teaching approaches and a great deal of experimentation to find the most successful methods. The normal class teaching problems of, for example, balance between lecturer input and students' own discovery, and between group and individual work, were minor compared with the learning problems that might be encountered in experimenting with a group of 54 students.

33. Arranging remedial help for a small group of students with particular weaknesses might present difficulties for a lecturer dealing with a total class of 18; when the class size becomes 54 the isolation of a few students might result in 50 students on the rampage. The solution was thought to lie in using all three lecturers; one, or two, to deal with the remedial work and material outside the major assignments. In practice this often involved the development of tasks to test accuracy and attention to detail - simple proof-reading exercises, for example - and a range of practical jobs such as the stock-taking of stationery.

34. The team's wish to establish contact with each student individually and monitor his or her progress in a genuine way rather than pay lip-service to profiling was also discussed. One answer proved to be the individual interview (see paragraph 41). It was also decided to set out the desk area in the base room so that students would work in small groups of no more than four to a table with adequate space for the lecturers to be able to talk to students at one table without disturbing nearby groups. The

lecturers found that this worked well and that the majority of their time was spent circulating in this area to answer students' queries or check students' work rather than in remaining at the front of the class. The most redundant equipment in the room turned out to be the lecturer's desk and chair and physical stamina was absolutely essential in the team as they seldom sat down.

35. Assessment was another area of much discussion. The team was determined to assess and record each student's practical and organisational skills, however time-consuming this might be. (See Section Five). Grading of the assignments was further complicated by the formal BTEC assessment requirement that separate grades should be recorded for the option modules that had been integrated into the cores. In fact, this did not present a great problem when marking began and the team soon became used to isolating sections of each assignment for an individual grade. The question of cross-modular grades was also raised and the team decided to record as cross-modular those assignments which had a strong cross-modular problem-solving element.

36. It was impossible to predict solutions to all the questions of implementation at the planning stage but the team was convinced that experiential learning was as necessary for lecturers as it was for students.

SECTION FOUR - THE CORE CURRICULUM - IMPLEMENTATION

37. The amalgamation of three groups of students for team teaching purposes was made possible by the provision of a large teaching room in a newly built block of the college. This provided an area of some 235 square metres to be developed into an open plan office system. Before the start of the course it was essential for the team to plan how they were to use the room and to decide upon the resources needed. Various layouts were discussed in the light of the teaching strategies to be adopted and tables, cupboards and equipment were arranged accordingly. Once teaching started it was found that requirements differed from those originally envisaged and further alterations to the layout of the room were necessary. The close integration of the teaching helped in determining an ideal layout which would, undoubtedly, not have been achieved had the room been used by individual lecturers teaching separate subjects. The final layout (see details in Appendix V), necessitated alterations to the siting of blackboards and pin-boards, arrangement of desks, chairs, filing cupboards and the location of equipment. A reception area was introduced, an area for office machinery equipment and a 'quiet' area for filing, audio work and the siting of a computer. It was not until the spring term that this layout was finally achieved.

38. In addition to equipment for general use each student was issued with an audio cassette tape for individual oral work. Four tape recorders were available and whenever an assignment required oral work, students used their tape and submitted it for assessment together with any written work. Each student was expected to purchase box files in which to keep their Hoverspeed and Ricemans assignments, and envelope files for options and other work. Space was provided for them in the quiet area of the base room and they were required to file their material in good order. In addition to giving them practical experience in filing, it was possible for all their work to be readily available to teaching staff or the BTEC moderator as and when required.

39. One of the team's priorities was to persuade each student to

work in co-operation with other people. A potential danger of a large student group could be a poor relationship with the staff and fellow students. To offset this, the students were sub-divided into small working groups of two, three or four. At first, the composition of the groups was left simply to student choice. The team carefully monitored the effectiveness of each group and moved students accordingly. During the first term there was some movement for reasons such as poor work rate and personality clashes, but after that the groups settled and learnt to work together. The team was not over-concerned with the problem of weak students being able to 'switch off' by copying the work of brighter students, as course work seldom consisted of simple 'right answers' that could be copied. Where students were required to work out a solution, the team encouraged discussion within the group. Students were also instructed not to proceed with an assignment task unless they were sure of their approach. The team believed it would be pointless for young people to tackle jobs at work and fail because they were afraid to ask preliminary questions, and they therefore tried to avoid this during training. In practice, this meant that the team members were constantly circulating among the student groups to answer questions or to assist them in solving problems which had arisen. In this way a very effective relationship was established between the team and the entire group and a mutual feeling of respect and cooperation developed. The team were therefore able to set standards of behaviour which the students were prepared to accept. This included keeping the base room in first-class condition throughout the year.

Experiential Learning

40. All the assignments concentrated on students learning through the experience of doing. Their effectiveness was illustrated by one student's placement at Ricemans' Customer Bureau where her obvious knowledge of the work involved led to a much wider range of responsible jobs than is normal in a short period of work experience.

41. A series of college-based jobs was developed over the year. The following three are listed as brief examples :

(i) A rota system was organised for dealing with the mail in the college's Faculty of Academic and Administrative Studies. (The project was the responsibility of the Department of Business within this faculty). This required students to arrive early, to collect mail from the Secretariat and to deliver it to the three heads of department in the faculty. Internal distribution to staff workrooms and a return of the outgoing mail to the secretariat followed during the day. Two students were allocated each week and were responsible for the smooth running of the operation. Transport delays to college, sickness, or simple forgetfulness, were problems for the students to cope with on their own. One member of the team did supervise the system to ensure that the service was always maintained and that no faculty mail went missing.

(ii) Reproduction of faculty publicity leaflets provided experience in filing and storage; receiving and recording orders; reproducing, collating and delivering the leaflets and updating stock cards.

(iii) College staff and employers from local industries were entertained in the base room's reception area. Students typed the appropriate letters or memoranda of invitation, arranged reception and were left in sole charge of their guests. The course team was introduced to the visitors but, unless invited by the students, did not interfere any further.

42. At the weekly meetings the team would draw up the programme for the following week. During the latter part of summer 1983, before the course started, the team had evolved an overall plan for the first term's major assignments and the Hoverspeed work was designed to develop both the student's understanding of the company and also test the student's competence in numeracy, communications, problem solving and practical skills. Each week's programme would therefore centre round a different Hoverspeed assignment and the following points were then discussed and resolved :

(i) the input necessary before the assignment could be tackled and the member(s) of the team who would take responsibility for it;

(ii) the practical skills which could accompany the assignment, if not directly written in to the tasks, or the practical work, separate from the assignments, which might be developed, and its assessment on a group or individual basis;

(iii) the timings of the assignment and the practical skills round the few fixed periods of the core when the students were keyboarding or computing;

(iv) the extra work to be included as a contrast to the week's assignment : if, for example, the assignment had a strong calculations bias then the supplementary work would probably be telephone/receptionist based; if, however, the assignment involved a large element of group discussion then a session on book-keeping with its emphasis on individual work might follow;

(v) the ways in which the staff with two or three hours commitment could be used most sensibly;

(vi) the deadlines to be given to students during the week for completion of work.

43. Apart from three weeks at the beginning of the course where the basic skills were introduced and the times that were set aside for computing and keyboarding, no rigid pattern was established for the core activities. Students appeared to enjoy this unpredictability but, to avoid any danger of confusion, the moderator's suggestion of a weekly diary was adopted. Design differed according to each student's idea for layout but had to include : week number; work covered each day; deadlines (if any) for completion of work; special lectures, visits or responsibilities during the week. Students used spirit masters for their diary and ran off copies when necessary. It is proposed to develop the use of these diaries next year to record areas where the students experience learning difficulty.

44. The structuring of the core as outlined did seem to promote more effective student learning. The assignments were very productive teaching vehicles for the existing core objectives of BTEC and many of the core objectives of CPVE. Numeracy and communications became 'meaningful' skills. Some of the simple

problems faced in the day-to-day running of a company could be analysed. It can be difficult to provide students with an opportunity for demonstrating their practical skills. The normal reaction is either to isolate the practical work in special 'workshop' periods or to forget about real life practice and to concentrate on teaching the students the theory. Instructions on how to answer the telephone, or how to use office equipment, are no substitute for practical experience. The new core structure enabled most of the students to work on an assignment, with one or two students drawn out for a time to be assessed on a variety of practical skills by one member of the team or a specialist lecturer and then returned to work on the assignment.

SECTION FIVE - ASSESSMENTS AND PROFILING

45. Assessment of assignments employed the BTEC A-F letter gradings. The team adopted a varied approach to the marking of assignments :

(i) The block of 54 assignments could be marked by one lecturer following criteria agreed by the team. This method was only used if an assignment had a very strong bias towards that lecturer's specialism, since it was generally not in accordance with the team's belief in integration.

(ii) An assignment could be divided into three sections and three lecturers would each be responsible for the marking of a section and would each award a separate grade. These single grades, after discussion, were amalgamated into a final overall grade. Students then had the opportunity to see how they had performed in individual tasks and the final assessment which the team had given them.

(iii) A third method was the even division of the assignments among the lecturers each of whom then marked the assignment in its entirety. This approach was the one the team wanted to develop most strongly as they believed that lecturers should be capable of assessing all the skills and knowledge required of students at this level. Complete understanding of the objectives of the assignment was therefore essential.

46. At the beginning of the project each lecturer provided a very detailed marking scheme and assessment framework in the area of his or her specialism for the benefit of the other team members. This might apply specifically to an assignment or be a general guide to assessment. For example, the 'People and Communication' lecturer provided the following advice for the assessment of any communications work :

People and Communication - Module 1

Scheme of Work - to develop a range of skills so that students :

(i) select the most effective means of communication to achieve the maximum effect in the given situation
(ii) realise the advantages and the limitations of the different methods of communication and the problems of breakdown
(iii) accept that working with/dealing with people is the most important part of communication.

Assessments of Communications Work

The following criteria should be applied :

1. understanding of the task set
2. choice of means of communication
3. accuracy of layout - an acceptable format for letter, memorandum, report, etc.
4. effectiveness of layout - logical ordering and presentation of material
5. accuracy of detail
6. tone/vocabulary chosen - effect communication will have on receiver
7. general efficiency of student - time taken to complete task
8. ability to communicate clearly - pace of speech, etc.
9. accuracy of spelling, sentence construction, punctuation, etc.
10. ability to deal with people.

Gradings

Written/Visual Work

(1) 1, 2, 5, 10 are essential for Grade D (minimum pass grade)
(2) 1, 2, 3, 5, 6, 9, 10 = Grade C
(3) 1, 2, 3, 4, 5, 6, 7, 9, 10 = Grade B or A

Oral Work

(a) 1, 2, 8, 10 are essential for Grade D (minimum pass grade)
(b) 1, 2, 6, 8, 10 = Grade C or B
(c) 1, 2, 6, 7, 8, 10 = Grade A.

47. Lecturers' confidence in marking across the integrated scheme grew with experience and from actual team teaching with its opportunity to hear where other team members placed their emphasis. Constant discussion and guidelines were always necessary, however, in order to ensure reliability in grading. In the majority of cases this created no problems, but students were quick to point out any discrepancies in marking when they occurred and were very articulate in negotiating regrading.

48. Apart from the assignment grading, the team began to build up student profiles that encompassed assessment of such aspects as practical skills, attitudes to work (including willingness to accept criticism) and ability to work in cooperation with others. One means of assessment was the interviews planned at the inception of the project which took place once a week. These were organised by the team member designated as course tutor. Students were given as much time as they required for discussion. They were expected to bring with them their files of work so that progress could be analysed. While the individual interviews were in operation, the remainder of the group was working with the other two lecturers. An account of the interview was stored in the student's file. A chart was compiled which recorded the team's assessment of each student's ability and attitude. This was readily available for student comment.

49. Every opportunity to record student achievement was explored. During one assignment students interviewed members of the college management in order to construct job profiles and the team provided those interviewed with student assessment forms to complete. MSC grids were adapted and used for the individual office machinery and some telephonist assessments. Other grids were designed by the team. (See Appendix IV). Video recordings were made of students at interviews, at a simulated information desk at the hoverport, and at a reception area. Discussion and analysis followed all oral work. Although all the information was filed for reference, the team has still to design the ideal profile form that will register a completely satisfactory picture of student achievement. Examples of profile forms that have been examined seem generally inadequate as the team is not happy with the idea of a grid where sections are simply ticked to indicate adequate performance.

SECTION SIX - EVALUATION

50. Completely objective evaluation of the course was difficult as all the full-time students were involved in the new scheme. It was therefore impossible to run a control group alongside the project group in order to make systematic comparisons. Previous years' courses could not necessarily be regarded as typical for control purposes. The following observations can be made based upon other courses at a similar level.

Wastage Rates

51. In the past, the BEC/BTEC General Diploma courses at Canterbury have always attracted well motivated students who usually completed the course. During the 1982-83 session, 42 students started the course and 31 took the examination (73.8 per cent). In the project year (1983-84 session) 54 students started the course and 49 sat the BTEC examinations in June (90.7 per cent). Their results were 13 credits (26.5 per cent of those who sat the examinations), 32 passes (65.3 per cent) and four referrals (8.2 per cent). There were no failures. Of the five students who did not complete the course, one transferred to a pre-nursing course; one was offered a place at drama college; one was counselled to look for a YTS placing; one, after frequent absences, found himself employment; and one left the course because of domestic circumstances.

Punctuality

52. Although two-thirds of the students travelled some distance to the college and were subject to occasional delays on local bus and rail services, a high level of punctuality was maintained with arrival at or before 9.00 am. This became particularly clear when a clocking-in system was introduced as part of an assignment. Students had to complete the time of arrival on their clock card each morning and at the end of a three-week period calculated the amount of time and pay lost. (See Hicemans' Assignment No. 2 in Appendix 1).

Attendance

53. The attendance record for the integrated core shows 64 per cent of the students achieving over 90 per cent attendance with only 10 per cent under 80 per cent. Included within the latter were students who joined the course later and those who suffered from long bouts of illness or hospitalisation. Three physically handicapped members of the group, who were completely supported by their friends and colleagues in the group, achieved respectively 99 per cent and 91 per cent attendance. Average attendance overall was 91.7 per cent. By way of comparison, two secretarial groups with students of similar calibre recorded attendance figures during the year of only 80 per cent and 78 per cent respectively, each over 10 per cent less than the integrated course.

Progress

54. An analysis of students' CSE/'O' Level grades and school reports revealed that the project intake overall was not as well qualified academically as the previous year's had been. The team found, however, that the project students coped with all the demands of the new curriculum and, if weaknesses in some areas still remained at the end of the course, at least the students concerned had learnt to develop new skills and were hopeful of finding jobs which would make use of them. From the school reports it was obvious that previously several of the students had been poor performers because of lack of motivation. One of the part-time lecturers who assisted with the project had taught four of the students during their last year at school and was very impressed by their changed attitudes and hard work.

55. The team expected a mature response from all the students which was reflected in a strict adherence to deadlines. Standards could be monitored far more easily than before because of the hours the team spent with the group. An insistence by a lecturer on work being completed loses its effectiveness when a week may elapse between the lecturer's request and the students' compliance. One danger was the expectation of too high a performance level from the students and the team had to be careful, at times, not to be overdemanding.

56. Generally, discipline problems were few during the core time and yet three of the option modules that were taught in the conventional way suffered from students' non-attendance or failure to complete assignments. These problems were always discussed at the individual tutorials. The main reasons given were that students found the option work boring and difficult to understand compared with the core material. Efforts will be made next year either to integrate the options more fully with the core by the use of related material, or to introduce options more appropriate to the core and so build on the students' understanding - for example, the Travel Geography option module is considered to be ideal as a development of the hoverspeed work.

BTEC Aims and Objectives

57. The BEC module learning objectives had always been covered in Canterbury's assignment programme. A matrix of BTEC's revised objectives in each module was drawn up and checked, as previously, against the new assignments. The team would like to reiterate their belief that assignments should be designed around a relevant situation - in this case based on the procedures of the real company. The student rôle should then be to follow through, systematically, tasks related to that situation. Finally the assignment should be checked against the learning objectives. The danger of starting with the learning objectives and trying to write an assignment to cover them is that it may well present a very artificial and contrived situation to the student. The team felt that a mechanistic coverage of the BTEC objectives should be avoided. They believe that their project was much closer to the BTEC philosophy of learning through experience and student involvement rather than by rote.

The Project Aims and Objectives

58. The project aims (see introduction) were generally successfully promoted during this first year, to judge by the results presented in this report. The need for curriculum-led staff development is an area for future attention and more time will need to be devoted to college-based course evaluation. The team cannot, at the moment, compare and evaluate its project

against similar vocational courses throughout the college, mainly because of the absence of reliable 'control groups'. It is intended that second-stage evaluation in 1984-85, the 'interim year' in CPVE preparatory planning, will contribute to improved course provision once CPVE proper commences in 1985-86.

Final Term

59. For this six-week period the team abandoned the integrated approach to prepare students for the examinations. The team would like to have seen their approach supported by a single integrated core examination, such as that designed by BTEC for pilot testing in 1983, but had to accept the standard BTEC single module examinations. The flexibility that had been the keynote of the course (see 18(ii)) proved itself by the ready adjustment students made to the change. During this term students were encouraged to apply for jobs and given further advice on application forms, curriculum vitae, and interview techniques. Five students were successful in obtaining full-time employment against strong competition and were allowed to leave the course, returning to the college for the examinations. At the time of writing, twelve students expect to gain credit grades in the examinations and move on to the BTEC National course at the college and many of the remaining students are at the job interview stage. The team hopes to remain in contact with all the students for the next year to chart their progress.

Reactions of Students, their Parents and the Course Team

60. Subjectively, the success or failure of the new approach was determined by the reactions of the students, their parents, and the team of lecturers. Parental involvement was encouraged and achieved. A meeting with parents at the beginning of the year did not mention the approach to be adopted but a letter was sent in the second term giving them full details. This was accompanied by a questionnaire which sought to record the impressions of the course that parents had received from the students. No doubt many parents discussed the questionnaire with the students before returning it (anonymously) to the college. The analysis of this questionnaire was extremely encouraging and is shown in Appendix V. A second meeting of parents was held in

the final term at which this favourable reaction was strongly reinforced.

61. From the team's point of view the year was an exhilarating experience. It was also exhausting because of the amount of fresh learning material which had to be put together quickly if a fully integrated approach were to be adopted from the outset, despite the short preparatory phase of the project. They were aware of the occasions when, for one reason or another, an idea failed; of the many areas where more work was necessary; and of the need for practical staff development if new teams were to be encouraged to adopt their experience. They ended the year still convinced that their approach was one genuine answer to teaching a vocationally-orientated course, and would list the following advantages :

(i) Increased student workrate as a result of the block timetabling of the core. Previous business calculations assignments were resurrected as back-up work and by the end of the second term the students had worked through the new assignments supporting the theme of numeracy, plus all of the original assignments.

(ii) Development of a new approach to homework. Students generally completed assignments well within the time limits set by the lecturers, so homework could become either investigative, with students asked to do simple research, or discursive, with students discussing with their parents and friends the issues which were raised in assignments.

(iii) Sustained student interest in the assignments based on real companies.

(iv) Development of students' abilities to work with others. The team was delighted with the pleasant atmosphere that prevailed. Three handicapped students had been enrolled. One was only partially sighted, one suffered from spina bifida, and one was abnormally undersized. No special concessions were made for these students but the support of their peers was obvious at all times.

(v) General development of students' confidence in their own abilities. Able students showed an increasing willingness to help weaker colleagues whether in the use of office machinery, computer programs, communications, book-keeping, calculations, or understanding the world of work. The more academic students would become leaders in some areas, the more practical students in others. Each student could therefore feel a useful member of the group.

(vi) Easily arranged remedial work. A small group of students could be isolated for special attention from one member of the team while the remaining students could work with the other two lecturers. Students readily accepted the extra tuition when necessary.

(vii) Establishment of an excellent relationship between students and the team through the many hours of contact so the assessment of each student's ability and attitude at the end of the course became a simple task.

(viii) Increased lecturer understanding of their colleagues' specialisms. The isolation inherent in the normal classroom situation disappeared and the lecturers found team teaching supported and broadened their professional capability.

Appendices VII and VIII give a fuller indication of the views of parents and of students who completed the course.

SECTION SEVEN - TRANSFERABILITY

62. The first year of this project has dealt exclusively with the BTEC General Diploma course but from its initiation its aim has been to develop a teaching approach which can be transferred to other business courses, other departments or faculties, other vocational areas and other institutions.

Accommodation

63. The transferability of teaching in teams, rather than just organising as a team, is to some extent dependent upon the type of accommodation available. A new building was in the process of being planned at Canterbury when BEC courses were introduced, and the Head of Business planned the accommodation with team teaching in mind. Although his original plans were not fully implemented the final outcome was the one large open plan office used for this project, a second one capable of holding 40 students, a lecture theatre with a seating capacity of 100, an interview room and six seminar rooms. These rooms give a variation in room sizes to enable groups to be amalgamated or divided according to teaching needs. The earlier college buildings were all constructed on the basis of a standard class size of 20 which left no degree of flexibility. BTEC stresses the need for 'strong management support' and this should be taken to include the provision of the right type of accommodation and its correct use for the type of teaching involved. Seminar rooms, for example, need to be available for use by small groups as and when required.

64. In the absence of correctly planned accommodation it will be necessary for colleges to take advantage of any variations in room sizes which they may have, or can develop. Even the use as a lecture room for an hour or two a week of a large area such as the main hall, can enable several groups to be amalgamated for 'input' sessions.

65. If there is no variety in room size then a grouping of allied courses in adjacent rooms can help the lecturers to operate their teaching as a team. If a completely integrated

preparation is achieved the various groups will be doing the same work and lecturers will be able to vary the group which they handle day by day, or week by week. It is essential that the students involved are all looked upon as one group taught by a team and not as individual groups each taught by an individual lecturer.

Departmental Structure

66. Preparation of an integrated course, even without team teaching, can still be difficult under normal college arrangements. BTEC Annual Reviews have commented on the difficulty of drawing upon different departments for staff, and even convening staff within one department can be problematical. At Canterbury, courses are operated within a faculty containing three heads of department and only by the closest cooperation and agreement by these three is an integrated approach feasible. The faculty system organised on a matrix basis has had a beneficial effect upon the process of course integration.

67. The advent of CPVE in schools and colleges will call for a team approach on an even broader scale than has been necessary for BTEC Business courses. With a common core of skills and a requirement for the integration of core and vocational elements it may be necessary to form teams of staff drawn from many departments. If the approach is to be successful there needs to be close cooperation between departments and some degree of departmental restructuring may be necessary. The project has underlined the importance of the following aspects of integrated courses which tend to cut across many existing practices :

(i) Lecturers on a team need to have as many hours as possible allocated to the course or to a group of similar courses. The timetabling approach should therefore be to group similar courses together and divide the total teaching hours amongst as small a team of lecturers as is practical. The total of 60 hours a week on this project was divided between four lecturers in order to include a secretarial specialist and to allow one team member to teach six hours on an Institute of Bankers course. Within hindsight it would have been better had the hours simply been split equally between the three original members of the team.

(ii) The needs of the course should not be deflected by administrative convenience. In the case of a CPVE course affecting all departments it will be necessary to total all common core hours in the college and divide by 20 to obtain a rough guide to the size of the CPVE teams. This team will then be drawn from appropriate staff, irrespective of the department involved, and seconded to a quite distinct college rôle. With the likely extension of integrated courses, the desirability of introducing some form of matrix organisational structure needs to be examined. (See, for example, Coombe Lodge Working Paper Alternative Organisational Structures in Higher and Further Education IBN 1471). A current FEU project is concerned with curriculum-led organisational development and this is likely to emphasise the need for different organisational systems to support the needs of new types of courses.

PROPOSED DEVELOPMENTS

68. The immediate approach to transferability at Canterbury could involve three courses, if suitable funds are available to enable the preparatory period and remissions outlined in paragraph 23 to be provided. The initial members of the BTEC General course team will each have an advisory or supervisory rôle in developing course teams for the following :

(i) **Youth Training Scheme** (One Year)

Students on YTS courses operated within the Business Department currently take the BTEC General Certificate. The integrated approach will be fully extended to the three 'core modules' of these courses and up to three groups a day will be able to use the specialised accommodation used for the project. Material used on the Diploma course will need to be considerably adapted for use by the part-time students and the team of three staff it is hoped to use have all been involved to some extent in the project during its first year.

(ii) **Junior Shorthand-Typists** (Two Years)

The original intention for this course was for all subjects to be integrated. With just one group included, however, the total

hours available to a team of three will be limited to 26. In the light of recent developments this will now probably become subsumed within a CPVE scheme from which students can progress to a one-year Secretarial course.

(iii) **Science Technicians Course**

A team of three will take one group on an integrated basis, using material collected from local pharmaceutical firms. Experiences gained on this course will add to that on the BTEC General to assist the transfer of the integrated approach to technological departments involved in CPVE courses.

69. Transfer of the integrated approach to the BTEC National Diploma is also proposed. The development of a central core curriculum at this level will be an essential feature. In view of likely changes in BTEC National specifications, the transference programme will be for a preparatory year up to September 1985 and a full teaching programme from that date. Initial plans envisage the grouping of the core modules, cross-modular work, statistics and information processing into an enlarged core requirement. With four groups of students there are likely to be 76 hours per week available to the project team. If staff were freed from teaching on other courses, the ideal team would comprise four members, and would certainly not exceed six.

Staff Development

70. The transference of an integrated approach to other courses inevitably means the involvement of more members of staff. It may be worth reiterating that a careful pre-introduction development programme is necessary to acquaint staff with the aims, objectives and method of working. Once the work is under way the development of staff becomes largely curriculum-led and arises automatically within the team. The inclusion in new teams of existing team members will be helpful in this respect. The college has been able to utilise funding available under DES Circular 4/84 to promote staff development utilising some of the principles learned from this project.

SECTION EIGHT - CONCLUSIONS

71. A number of conclusions have been reached by the course team in preparing this report, some of greater importance than others. The team feels strongly that any college adopting an integrated approach to vocationally-oriented courses, at whatever level, should bear the following in mind :

(i) A team approach to course preparation gives considerable benefits but can only take place effectively if it is fully planned and correctly timetabled.

(ii) The benefits derived from course preparation by a completely integrated team can be substantially improved by the application of team teaching to amalgamated groups. This may require adjustment to both the organisational approach and the nature of accommodation provided.

72. When adopting an integrated scheme, the allocation of staff to courses should be reviewed. Where staff on a team are drawn from several departments there is a need to secure a separate team identity and 'second' them to some degree from their conventional departmental duties. Even within the one department there need to be changes in the timetabling of lecturers on a subject basis to various courses. Courses, or groups of courses of similar type, need to be considered as a whole and responsibility given to small teams of lecturers to deal with each.

73. Careful consideration should be given to wishes of staff to be committed to a certain level of course over a period of time. A long-term policy could be to retain them for two or three years at a particular level and then give the opportunity to move to a different group of courses. The present Burnham grading of courses which emphasises grades relating to levels of work can be an obstacle to developments of the sort outlined in this report. Canterbury College of Technology has a certain amount of 'higher grade' work (Grade III) and the automatic transfer from Lecturer II to Senior Lecturer grades when staff spend over 50 per cent of their class contact time on Grade III work makes it difficult for them to commit most of their timetable for 'lower grade' work.

It would seem preferable for promotion opportunity to be based upon the effectiveness of the teaching programme at whatever level rather than to rely upon course grades.

74. BTEC recommendations for obtaining material from local firms are fully supported and a comprehensive series of assignments based on the actual procedures and paperwork of a company enables students to identify themselves fully as part of tnat organisation and increases their motivation considerably. Experience has shown that firms are more prepared to allow full use of their material than had previously been thought and as a consequence they become much more involved in the college work. Continued contact with these firms ensures constant updating of assignment material.

75. Material used on the course must be thoroughly understood by all staff taking part. Assignments, whether written individually and then approved by the team, or written by the team as a whole, should ideally be worked through by each individual lecturer before being presented to the students. In this way the problems arising from the assignment and its assessment will be appreciated to a much greater degree than is the case when a suitable 'solution' and assessment scheme is prepared by an individual lecturer. In addition, students will not receive conflicting advice when they raise queries on assignments.

76. Staff involved in a common team approach must be keen to work together and must have a large proportion of their teaching time allocated to one course or to a group of similar courses. A team leader is required with a clear view of the overall aims of the course and there must be sufficient breadth of vision within the team to translate these into practical terms.

77. The need for a staff development programme is of paramount importance. This could be planned in three phases :

(i) an introductory phase in which lecturers are made fully aware of the aims and objectives, the procedures to be adopted, and the contribution they will be expected to make

(ii) workshop sessions in which lecturers undergo experiential

learning on suitable student centred learning material

(iii) a monitoring phase once the integrated teaching programme has started to ensure that the potential abilities of all staff are fully developed.

78. With the general curriculum trend into core skills it is believed that the integrated preparation and teaching approach in this project are suited to a wide range of courses and especially those that will come under the umbrella of CPVE. The team spent the summer term of 1984 measuring the integrated course against the proposed framework of a CPVE course. The objectives of the ten CPVE core areas seemed very much in accord with the team's own philosophy and they have, therefore, been eager to expand their course to meet the aims of a CPVE exploration phase where the core objectives can be achieved in the context of the vocational studies. The emphasis CPVE places both on an integrated programme approach and on the need for a strong relationship between the core and vocational elements is encouraging. The team believes its existing course already fulfils most of the objectives outlined in the core areas : Personal and Career Development, Communication, Numeracy, Information Technology, Skills for Learning, Decision Making and Adaptability, Practical Skills, and Social Skills. The remaining core areas : Industrial, Social and Economic Studies, Creative Development, and Science and Technology will need development, but are quite capable of being incorporated into the structure. It is intended that each student will be able to negotiate a programme of additional studies intended to highlight an individual's rights and responsibilities as part of a community, and to foster an ability to make critical judgements in areas related to, or outside of, the world of work.

79. Each student in June 1985 took with him or her a profile package which contained details of all the core areas the student has tackled; a summary of all the practical skills on which the student has been assessed; samples of the student's assignment work and the team's assessment of the student's strengths and limitations, including attitude to work, time-keeping, realibility, willingness to accept and benefit from criticism and ability to work with others. This last assessment

was produced in cooperation with the student during the individual tutorials.

80. The greatest strength of the course is its flexibility and the control which allows the team to adapt and alter it according to student requests or the team's own desire to pursue a topic. The range of practical skills can be extended; information technology systems can be understood and used; expertise from other staff can be utilised when necessary. The fact that the team spend either all or the majority of their contact hours with the same group of students greatly assists any type of teaching approach.

APPENDIX 1

DETAILS OF BTEC GENERAL COURSES IN BUSINESS STUDIES (from BTEC General Awards in Business Studies : Course Specification. BTEC, July 1983)

1. SCOPE AND TARGET GROUPS

The General level courses in Business Studies are intended for young people in the 16-19 age group with few, if any, academic qualifications, who hope to enter or have recently entered employment in offices, wholesale or retail establishments. It is intended as a broad foundation of vocational education for a range of related careers.

2. AIMS

(i) to provide a broad educational foundation appropriate for young people with few, if any academic qualifications who hope to enter, or have recently entered, clerical, sales or other suitable employment in industry, commerce, distribution and the public sector;

(ii) to encourage the development of the understanding and skills implied in BTEC's Central Themes of Business, with particular emphasis on the improvement of students' standards of literacy and numeracy;

(iii) to develop basic work competence through practical assignments which relate to business knowledge, skills and understanding derived from various parts of the course;

(iv) to establish learning and study skills which will enable students to benefit fully from the course as a whole and provide a basis for futher development through subsequent education and other experience;

(v) to foster personal development in such a way as to assist students to adjust to the changing demands of business

and society, and changes in employment and career patterns;

(vi) to encourage the development of the attitudes and skills needed by those students who deal, or wish to deal, with colleagues, customers and clients in an organisation

(vii) to provide, through the option modules, for the development of further educational skills, knowledge and understanding which will enable students to become more effective in their immediate employment

(viii) to help the students to develop a realistic understanding of employment in business, distribution and public administration, ideally through a period of work experience or, if this is not possible, through simulations

(ix) to provide, where appropriate, a contribution towards programmes of Government-funded vocational training.

3. COURSE STRUCTURE

A BTEC General course in Business Studies is made up of two distinct types of modules - core modules and option modules - which should be closely integrated to ensure that the course is presented to students as a coherent entity. A course leading to a BTEC General Certificate in Business Studies consists of three core modules and one option module. A BTEC General Diploma course in Business Studies consists of three core modules and five option modules.

4. CORE MODULES

Core modules are the compulsory section of the course and are intended to develop the basic knowledge, understanding and skills necessary for all students who have recently entered, or are about to enter, business or public administration. Together the three core modules will cover the four 'Central Themes' identified by BTEC as applicable throughout the business world :

Money
People
The ability to receive and understand information and express

oneself clearly.
A logical and numerate approach to business problems.

Two core modules - 'People and Communication' and 'Business Calculations' are common to all courses. These provide the facilitating skills necessary in all organisations and in other areas of the students' adult lives. The third core module is independent on a student's current or likely future area of employment. Those students with an interest in office work will take 'The World of Work'; those with an interest in the distributive trades will take 'Elements of Distribution'. The third core module provides knowledge and abilities more directly related to a particular sector of employment. All three core modules must be closely integrated so that communication, numerical and interpersonal skills may be acquired in a business context.

5. OPTION MODULES

There are a range of option modules available. The option modules fall into three main categories :

(i) These deal with specific knowledge and skills relevant to a particular type of employment occurring within a number of business sectors, e.g.

Audio Typewriting
Introduction to Business Accounts
Receptionist/Telephonist Duties
Clerical Services
Introduction to Information Processing
Introduction to Keyboarding and its Applications
Use of Office Machinery and Equipment
Office Typewriting

(ii) Those concerned with more specific knowledge and abilities relevant to one or more careers within a particular sector of business, e.g.

Elements of Industrial Relations
Introduction to Government
Law and the Individual

In all cases option modules seek to develop the abilities and build on the knowledge and understanding developed throughout the core.

6. ASSIGNMENTS

BTEC courses in Business Studies put a premium on the ability of students to apply knowledge and skills when in employment in business or public administration. Relevant practical assignments will therefore occupy students for a substantial proportion of the time they spend on the course. Assignments help students to learn by means of guided experience, and provide opportunity for practice in the application of knowledge and skills already acquired. They are also an important means of diagnosing.

7. CROSS-MODULAR ASSIGNMENTS

The problems which students encounter at work in business do not usually segregate themselves neatly along the lines of the separate modules. It is crucial that students develop the ability to solve the typical problems which they will face in employment. This will naturally involve them in calling upon knowledge and skills from across the course. To this end, students will undertake a programme of cross-modular assignments (CMAs). The development of a practical and relevant programme of CMAs is a primary responsibility for the teams of teaching staff operating BTEC General courses in Business Studies. CMAs provide the nucleus around which other elements of a successful course may be developed. Work on CMAs will require a minimum of thirty hours scheduled class time for part-time students and sixty hours for full-time students.

8. ASSESSMENT

Student achievement of the objectives of a BTEC General course will be assesed by a programme of cross-modular assignments and by an assignment programme for each module which will be set and graded by teaching staff in the centre, and which will be subject to the agreement of a BTEC-appointed Course Moderator. There will also be an end of course examination assessment for the core modules which will be set and graded by BTEC-appointed examiners.

APPENDIX II

THE FRAMEWORK FOR THE CPVE

(from The Certificate of Pre-Vocational Education : Consultative Document Joint Board for CPVE. May 1984)

Courses leading to the award of the CPVE must be capable of meeting the needs of young people from a wide ability range, with varied interests and with varying degrees of vocational commitment. The Joint Board therefore describes its curriculum for the CPVE not as a single course but in the form of a framework which will encompass a variety of interrelated courses which will satisfy a wide range of young people's needs.

The framework is described in the following paragraphs in terms of aims, components, learning phases, learning strategies, course organisation, assessment, certification and progression. The proposed scheme structure and its associated curriculum philosophy will be met by a variety of means which will include :

off-the-shelf schemes of syllabuses, strategies and associated assessments from the Joint Board

college and school designed courses developed to meet national criteria determined by the Joint Board

combinations of the above.

1. THE AIMS OF THE CPVE

The aims of the CPVE reflect the Secretary of State's four principles 'breadth, relevance, differentiation and balance' and are broadly :

(a) to assist with the transition from school to adulthood by further equipping young people with the basic skills, experiences, attitudes, knowledge and personal and social competencies required for success in adult life including work

(b) to provide personally/individually relevant educational experiences which encourages learning and achievement

(c) to provide young people with recognition for their attainments by acquiring a qualification embodying national standard

(d) to provide an accepted basis for progression to continued education, training and/or work.

2. THE COMPONENTS OF THE CPVE FRAMEWORK

There are three major components of the CPVE framework :

the common core
the vocational studies
the additional studies.

The common core and vocational studies will together occupy not less than three-quarters of the time available within a one-year, full-time course.

A. **ASSIGNMENT INPUT AND PROGRAMME FOR TERM 1 - HOVERSPEED**

1. Short history of development of hovercraft - understanding of how a hovercraft works.

2. General information about development of company.

3. Profiles of a selection of senior/junior management.

4. Assignment 1
   - design of draft handout for new employees
   - involved use of spirit duplicator

5. Assignment 2
   - comparison of Hoverspeed's organisation chart with the college structure
   - interviewing of college management by students for job profiles

6. Assignment 3
   - formation of saving club and appointment of student officials for a series of visits
   - use of Hoverspeed brochure

7. Assignment 4
   - discussion of services provided at hoverport for travelling public
   - scale drawing of hoverport. Fitting of new carpet
   - documents and arrangements involved

8. Assignments 5 and 6
   - layout of hovercraft
   - calculation of area available to passengers and venicles, etc. Breakdown of craft necessitating rescheduling of the morning's flights and alteration of manifests

9.	Assignment 7	- Hoverspeed's Duty Free Discount Centre at Dover - calculations of percentage discounts for passengers in Assignment 6
10.	Assignment 8	- organisation of Hoverspeed's stand, World Travel Market, Olympia - use of London Underground map
11.	Assignment 9	- simulated information desk, Dover hoverport
12.	Assignment 10	- calculation of wages for six Hoverspeed staff
13.	Assignment 11	- passenger enquiries - use of computer program based on Hoverspeed's reservation system.

Sample Assignment - Hoverspeed No. 6

The previous assignment provided students with a drawing of the interior of a hovercraft and a data sheet which indicated the number of passengers and size of freight a Mark 3 and a Mark 4 craft can accommodate.

Assignment 6 required the students to refer to this information to solve the problem created by the breakdown.

BTEC GENERAL

Assignment No. 6

Situation : You are working in the Duty Room at Dover with the following flight plan for the first four flights of the day :

Flight No	Time of Departure	Type of Craft	Destination
505	0710	Swift	Calais
507	0750	Princess Anne	Calais
510	0830	Sure	Calais
513	0910	Princess Margaret	Calais

NOTE :

FLIGHTS 505 AND 510 are SRN4, Mark 2
FLIGHTS 507 and 513 are SRN4, Mark 3.

The booking plans for these flights are as follows :

Flight No	Cars	Total Passengers	Coaches	Lorries	Caravans
505	20	190	1	1	-
507	20	200	-	-	6
510	15	200	-	1	-
513	25	300	1	-	-

NOTE:

(1) Assume each car has 3 passengers (including the driver)
(2) Assume each caravan has 3 passengers (including the driver)
(3) Assume each coach has 54 passengers (including the driver)
(4) Assume each lorry has 2 passengers (including the driver)
(5) Total passengers include foot passengers, in addition to the passengers from cars, caravans, coaches and lorries.

TASK 1: Flight 505 is just leaving for Calais loaded in accordance with the above flight.

Complete the Cargo Manifest for this flight.

How much spare capacity does it have?

TASK 2: Complete the Cargo Manifests for Flights 507, 510 and 513.

Disaster strikes! The Captain of Flight 507 reports, after pre-flight tests, that one engine is running badly and a second engine has developed a fuel problem. He decides to take the craft out of service as he considers the fault to be very serious and asks for clearance to the maintenance bay for the engineers to inspect the malfunction. This means the passengers and vehicles booked on Flight 507 will need to be fitted into the later two flights.

TASK 3: Change the booking plans for Flights 510 and 513 in order to accommodate the bookings from Flight 507. The following information will assist your decision. The lorry booked on Flight 510 must follow a tight schedule in order to deliver its container of perishable goods and it must not under any circumstances be delayed. Vehicle Control reports that the driver of the Lancashire Road Car Company coach, with passengers bound for a holiday in St Tropez, south of France, which was booked for Flight 513, has arrived at the Dover hoverport by 0715. The coach has travelled down from Manchester during the night and the passengers intend to have breakfast and buy goods at the special duty free discount tariff before leaving on the hovercraft.

TASK 4: Having made your decisions, now alter the manifests for Flights 510 and 513.

TASK 5: Any alteration to scheduled flights must be communicated to those travelling as quickly as possible. Make notes for a message to be given on the tannoy system informing travellers of (a) the cancellation of Flight 507 and the reason; (b) the decision to accommodate passengers and cars on the earliest possible flight to Calais; (c) the decision on flight times for

the lorry, coach and six caravans. Record your message on tape.

TASK 6: Three weeks later Hoverspeed receives this letter :

124 New Dover Road
Canterbury
Kent

25th July 1983

Hoverspeed (UK) Limited
International Hoverport
Pegwell Bay
RAMSGATE
Kent

Dear Sirs

Having read your brochure which promises a speedy, efficient service, my wife and I decided for the first time, to use a hovercraft for the Channel crossing at the start of our holiday. What a disastrous mistake that turned out to be!

We booked on Flight 507 on Friday, 30th June - a caravan, two adults and our ten-year-old son - and arrived at the hoverport in plenty of time for the 0750 flight. Nearly two hours later we were still waiting to board a hovercraft. Streamlining the Channel! Your advertisements don't say anything about the time wasted in your departure lounge. It cost a fortune for refreshments and video games to keep my son amused. Everywhere was crowded with disgruntled passengers. The delay, which was explained briefly on a muffled tannoy message that no one could hear properly, completely ruined the start of our holiday.

As if this wasn't enough, when I eventually drove the car on the deck of the hovercraft, a member of the car crew insisted on inspecting the liquid gas container that we use for cooking. I regard the contents of my caravan as my affair and none of your Company's business.

Unless I receive a letter of apology and a considerable cash refund for the misery and inconvenience suffered, I shall never travel by Hoverspeed again and shall inform all my friends of our appalling experience.

Yours faithfully

A V Fletcher

Prepare a letter of reply to be signed by the Customer Relations Officer. Include the following points :

(a) Apologies and explain the reasons for the delay.

(b) The reason for the caravan inspection.

(c) No refund is possible but stress Hoverspeed did everything possible to ferry passengers' vehicles across the Channel as soon as possible.

NAME OF THE CRAFT : GH - 20 _____

Nom de l'Aéroglisseur : _____

From To

VOYAGE : _____

DATE : _____

FLIGHT VOL : _____

_____

C A R G O M A N I F E S T

Manifeste de Chargement

Vehicles		Number	Remarks
CARS VOITURES	:		
COACHES AUTOCARS	:		
LORRIES CAMIONS	:		
CARAVANS CARAVANES	:		
TRAILERS REMORQUES	:		
MOTOR CYCLES MOTOS	:		
BICYCLES BICYCLETTES	:		
TOTAL	:		

P A S S E N G E R S M A N I F E S T

Manifeste de Passagers

VEHICLE PASSENGERS) Normal (Ordinaires) : _____
PASSAGERS DE VOITURES) Excursionnistes : _____

FOOT PASSENGERS) Normal (Ordinaires) : _____
PASSAGERS PIETONS) Excursionnistes : _____

Nil-Fare : _____ (Infants : _____)

TOTAL _____

Signed for Captain : _____

65

Assignment No 6

Information for staff

1. Materials

i) Data sheet for Assignments 4 and 5.
ii) Copies of manifests.
iii) Hoverspeed headed letter paper A4.

2. Implementation

i) Divide students into pairs for Tasks 1-4.
ii) Original figures on manifests should be crossed out and the rearranged flight figures should be inserted.
iii) Tapes and letter must be produced individually.

3. Assignment

There are two solutions to the problem - see answer sheet. Only one is in keeping with Hoverspeed policy which is to leave the vehicles/passengers booked on Flights 510, 513 and to fit in the bookings from 507 where there is space. This policy ensures the minimum of inconvenience for the travelling public. If students choose the alternative solution, the inconvenience factor should be pointed out so students realise the implications for a service industry of upsetting its customers.

4. Guide to Assessment

Letter All calor gas containers must be switched off before caravans are driven on to the hovercraft. Hoverspeed staff have a right to check that this has been done - danger of fire.

8. ASSIGNMENT INPUT AND PROGRAMME FOR TERM 2 - RICEMANS

1. Introduction to company and organisation chart.

2. Introductory assignment - comparison of price of branded goods at Ricemans and other stores - assessment of Ricemans' market.

3. Assignment 1 - applying for a job - use of Ricemans' advertisements, job descriptions, application forms, contract of employment.

4. Assignment 2 - introductory work understanding Ricemans' Staff Guide.

5. Assignment 2 - a day's work.

Envelope 1 - junior clerk - Customers' Bureau
Envelope 2 - junior clerk - Personnel Department
Envelope 3 - junior clerk - Sports Equipment Department.

- computer program dealing with Ricemans' monthly accounts part of work set in all three envelopes.

Time cards also related to the three weeks this assignment ran. Students were required to clock in each morning and the calculations exercise at the end of the three week period was intended to illustrate the effect of unpunctuality on hourly pay.

6. Assignment 3 - design and production of a Ricemans' staff magazine.

7. Assignment 4 - dealing with mail - incoming and outgoing set in framework of Ricemans.

8. Assignment 5 - Ricemans' buyer's trip to Paris for fashion show. Assessment of best way to reach Paris from Canterbury taking into consideration convenience, time and cost.

Sample Assignment - Ricemans No 2 - Envelope 1

An envelope containing all the necessary documents for the various tasks was distributed to each student.

BTEC GENERAL

Assignment No 2

'Skill, speed and accuracy in execution of duties'. Ricemans' departmental managers assess their staff on this heading from Ricemans' Staff Appraisal Form. This assignment requires you to work through a number of tasks that will check your efficiency. Instructions and necessary documents are contained in three separate envelopes.

Envelope 1 contains work relating to the Customers' Bureau and General Office. Employees working here will have a number of duties including :

1. Customers' Accounts Staff will be expected to advise customers on the procedures for opening accounts; to receive account payments and issue receipts : to write receipts for cheques received by post and to deal with any queries that may arise.

2. Foreign Currency is exchanged at the Bureau and the staff must ensure that the rate of exchange is updated daily with information received from the bank.

3. House Stationery Staff are responsible for ordering and maintaining stocks of house stationery.

Envelope 2 contains work relating to the Personnel Department. Employees working here will have a number of duties including :

1. Staff Training This will involve organising training sessions at Ricemans and at the local College of Technology, both within and outside of a normal working day.

2. Advertising This will range from the simple advertising of vacancies to more detailed coverage in local newspapers of special events.

3. Wages/Holidays/Overtime The Personnel Department will organise holiday rates, time off or extra pay for stock taking, etc.

Envelope 3 contains work relating to a sales department - sports equipment. The assignment is not intended to test your skill in dealing with customers and your ability to sell, but presents you with some of the clerical jobs associated with this department.

Extra information In order to complete some of the forms and to use the computer program on Customers' Accounts, not the coding used to indicate clerical and sales departments.

Ricemans - Departments (Sales)

Gardening and Household Equipment	GH
Hosiery	H
Perfumery	P
Jewellery	J
Greetings Cards	GC
Shoes.	S
Sports Equipment	SE
Men's Clothes	M
Ladies' Fashions	L
Children's Clothes	C
Toys	T
China and Glassware	CG
Carpets	CPT
Furnishings	F
Electrical Goods	E
Books and Records	BR

Ricemans - Departments (Clerical)

Personnel	P
Training	T
Customers' Bureau and General Office	C
Service Centre	SC
Advertising and Display	A
Security	S

Envelope 1

You are an assistant clerk in the Customers' Bureau on the fourth floor on the Main Store. Complete the following tasks in any order.

Task 1

There is an Exchange Rate Display Board by the counter at the Bureau. Find out today's exchange rates (buying and selling prices) for the following currencies.

USA	Ireland
Italy	Canada
Finland	Japan
France	West Germany
Austria	Denmark
Spain	Greece
Sweden	Norway
Belgium	Holland
Portugal	Switzerland

List them in alphabetical order, clearly set out with a heading indicating the date. Take your completed list to Mr Hume.

Task 2

A telephone call has been taken by a BTEC General Diploma student from Canterbury College of Technology who is working in the Customers' Bureau on her week's work experience. The message is from Mrs G Williams, Canterbury 64207, who is interested in opening an account and wants further information. The student was unable to provide this information but promised that you would telephone back. Make notes and then record the telephone call on your tape.

Task 3

The Accounts Manager, Mrs S Croft, has asked you to draft a standard letter to be sent to all customers who apply for a Monthly Option Account. The letter should make the following points :

i) State you are very pleased the customer has decided to open such an account. Stress it should make shopping easier. Hope customer will make full use of facility. Credit card is enclosed.

ii) Emphasise that Ricemans is a quality store. Good value and service.

iii) If disappointed with any purchase - inform Ricemans.

Prepare the draft letter for David Ricemans' signature.

Task 4

The stationery stocktake for the period ending 25th February 1984 has just been completed. The quantity held of each item is indicated on the sheets. Use the Price List and insert the price for each unit and the total value of the stock of each unit. Then write a memorandum to Mrs J Richardson informing her of the stationery stock valuation figure and attach the stocktaking sheets.

Task 5

The majority of people settling their monthly accounts send in a cheque. From time to time the cheques are not suitable for paying in to the bank. This involves sending a letter to each customer explaining why the cheque cannot be presented, asking them to rectify and return as soon as possible.

To avoid individual letters being prepared, design a circular letter (to be signed by Mrs S Croft) which can be used to cover all circumstances when a cheque is returned. Staff can then tick the appropriate error, sending letter and cheque to the customer for amendment. Type your letter on a spirit master and run off ten copies.

Task 6

The morning's post contained several cheques.

i) Check details on each cheque to ensure it will be accepted by bank, put aside any cheque(s) that cannot be presented.

ii) Complete, in alphabetical order, the details of each cheque and the Cheques Received Sheet and make one carbon copy. Total

the Cheques Received Sheet. The top copy and the cheques should be taken to Mrs Murphy and the carbon copy to Mr Ogden, Customers' Accounts.

iii) Cheque(s) not suitable for presentation to the bank must be returned to the customer(s) with the appropriate circular letter. Deal with the correspondence and put in post tray.

Task 7

All information about customers' accounts are filed on a computer. Students will use this program on the computers in B206. You will work in groups of 10 on Tuesday mornings 1000-1100 hours and Wednesday mornings 0900-1000 hours; 1000-1100 hours.

Task 8

Mary Johnson, a clerk in the General Office, has a day's annual leave. There are several petty cash vouchers to be entered in the petty cash book.

(a) Put vouchers in date order.

(b) i) Enter date in column provided.
ii) Use detail column to indicate type of expenditure.
iii) Enter the total of each voucher in the total column.
iv) Make an entry in the appropriate analysis column.
v) Tick and initial each voucher to indicate it has been entered in Petty Cash Book.

(c) Total each analysis column.

(d) Staple vouchers together and paper clip to petty cash book page for return to Mrs Murphy in the General Office.

Sample time card and exercise

BTEC GENERAL
RICEMANS

Assignment No. 2

Timecards

1. Complete possible hours column :
Monday 6, Tuesday 3, Wednesday 5, Thursday 3, Friday 3 = 20.

i) Give full number of hours if time recorded is 9.00 am or earlier
ii) Deduct a quarter of an hour for times between 9.01 and 9.15 am
iii) Deduct half an hour for times between 9.16 and 9.30 am
iv) Deduct three-quarters of an hour for times between 9.31 and 9.45 am

and so on.

2. Total actual hours and minutes columns and calculate this total as a percentage of the 20 possible hours.

3. Assuming a rate of pay of £1.30 per hour calculate the amount of pay lost through absences or late time-keeping.

4. Add up the number of minutes actually late (for each day attended) ignoring the one quarter hour rule - and calculate the cost per minute to you of any lateness.

NAME : _____

REGISTER NO : _____

WEEK COMMENCING : _____

	Poss.	Actual	
	TIME	HOURS	HOURS MINS
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			
TOTAL			

TIME LOST :

% TIME LOST :

75

BTEC GENERAL

Assignment No 2 Envelope 1

Information for staff

1. Materials

i) Spirit masters, duplicating paper
ii) Carbon paper
iii) Ricemans headed letter paper A4
iv) Memo forms A3.

2. Implementation

i) Students can work through the tasks in any order with one exception. Task 5 must be completed before Task 6 can be attempted.

ii) Task 5 can be group work. The group must approve the format of the circular letter before it is typed on a spirit master.

iii) Assessment

Task 1 Students must follow instruction to provide a heading indicating the date.

Task 2 Students should realise that a great deal of information about two possible accounts needs to be given and a telephone message is not the most effective means of communication for this. They should either ensure Mrs Williams has paper and pen for taking down the details or briefly outline the two accounts and offer to send the details by post.

Task 3 Copies of Ricemans' actual letter to new customers should be circulated for comparison with students' ideas.

Task 4 Figures must be accurate. Memo must be brief and attached to front of stocktaking sheets.

Tasks 5 and 6 Use OHP transparency of acceptable circular letter.

Task 8 All instructions must be carefully followed. As with Task 6 students must ensure that information will reach the right person by placing in the correct trays.

APPENDIX IV

SAMPLE CORE WORK PROGRAMME FOR STUDENTS AND STAFF

To demonstrate the variety in the students' programme and the flexibility expected of lecturers, a sample two weeks' programme is outlined.

Week 9 — 14-18th November 1983

Monday 9-12
Selection of two students for faculty mail.
Collection of money by student officials for Hoverspeed trip.
Office Machinery)
Telephone Receptionist) Practicals
Individual assessments
Back-up work - Hoverspeed letter of complaint No 2 to be completed by all students
All three lecturers involved.

1-4
Assignment 8 introductory work started, completed and checked
Diaries brought up-to-date - new copies run off if necessary
Two lecturers involved.

Tuesday 9-12
Book-keeping - lecture, exercises - answers checked
Two lecturers.

Wednesday 9-12
World of Work lecture - payslip
Short assignment set and checked in class.
Preparation for Assignment 10 (two weeks later)
Book-keeping work to be completed from previous day
Three lecturers involved.

1-3
Keyboarding practice - two groups
Book-keeping work checked
Hoverspeed letter returned
Four lecturers involved.

Thursday 9-12 Visit of Derek Meredith, Operations Manager, Hoverspeed
Short talk - student questions
Practical reception work by small group of students
Three lecturers involved.

Friday 9-12 Assignment No 8 started
Interviews
Three lecturers involved.

Week 10 21st-25th November 1983

Monday 9-12 Selection of two students for faculty mail
Collection of money by student officials for Hoverspeed trip
Assignment No 8 continued
Three lecturers involved.

1-4 Assignment No 8 completed
Three lecturers involved.

Tuesday 9-12 Business Calculations work to check on previous errors plus new work
Introductory work for Assignment No 9
Three lecturers involved.

Wednesday 9-12 Assignment No 9 - oral work - receptionist desk at Dover Hoverport
Students divided into three groups. One group at a time in lecture theatre for the assignment - a rôle playing. Video film made. Remaining two groups in base room - Business Calculations back-up work.

1-3 Keyboarding practice - two groups
Completion of Business Calculations work
Four lecturers involved.

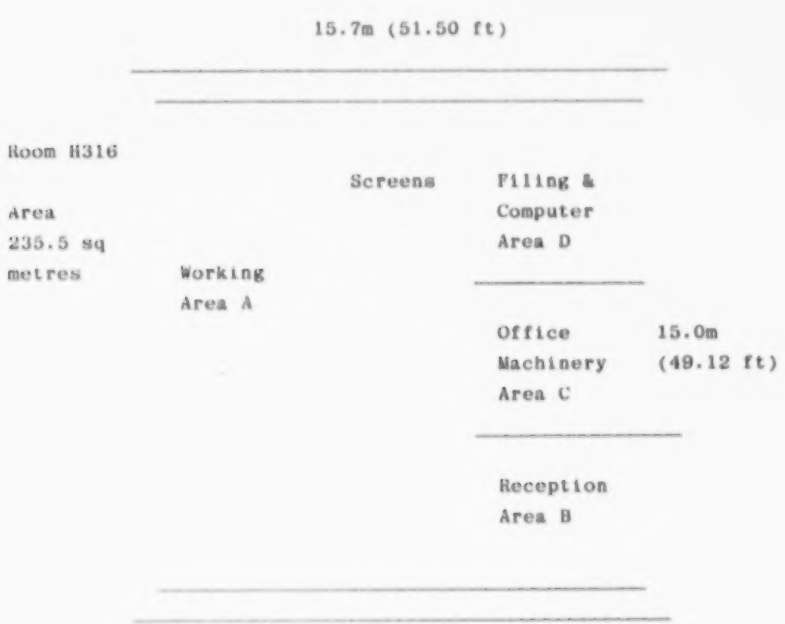
Thursday 9-12 Video film of Assignment No 9 shown - student performance as receptionists discussed. Three lecturers involved.

Friday 9-12 Back-up work - People and Communications - charts
interviews
Practical Filing work
Three lecturers involved.

Assigment No 8 was returned and discussed the following week.

BASE ROOM LAYOUT AND EQUIPMENT

The open plan office/base room provides a working area of over 2,500 square feet with four major working areas :



Area A

Main Working Area

Tables and chairs for up to 60 students; working 2 or 4 to a table.

4 Filing Units : 2 stationery for assignments
1 pamphlets and reference books
1 information and assignments in current use.

Base Unit : Accounts stationery.

1 nest of drawers: Miscellaneous office equipment necessary for assembling information.

6 manual typewriters
3 electric typewriters

In-trays and baskets for collection of assignment tasks.

Display boards (movable)

Area B

Reception Area

Chairs and coffee table (for enteratining visitors)
Reference Books
1 Electric Typewriter
Reception Desk
Telephone extension of switchboard in Training Office 2 floors below.
2 Filing Units : 1 for People and Communication work, equipment for reception duties - electric kettle, crockery
1 for Faculty leaflets.

Area C

Office Machinery Area

1 Add listing/Calculating machine
2 Spirit Duplicators
1 Ink Duplicator
1 Guillotine
1 Addressing Machine
1 Shredder
1 Electronic Scanner
1 Collater
1 Electric Stapler
1 Stencil Storage Unit
1 Nest of drawers housing miscellaneous office equipment necessary for collating work.

Base units for storing stationery, eg duplicating paper

4 in-trays for office machinery work.

Area D

Filing and Computer Area

1 BBC Computer and Printer

1 cupboard : tape recorder and microphones computer discs and information
2 electric typewriters
1 manual typewriter

9 Filing Units
- 6 for students' work
- 2 for examination papers
- 1 for text books

ASSESSMENT GRIDS

A Office Machinery and Equipment

B Telephonist Duties

C Receptionist Work

D Mailing Assignment.

OFFICE MACHINERY AND EQUIPMENT

Assessment Grid A

INK DUPLICATING

	Very Good	Acceptable	Poor	Unacceptable
Stencil Preparation				
Cutting				
Correction of errors				
Use of stylus pens				
Fluoroscope use				
Correct placement of typing on stencil				
Machine				
Fan paper and load into machine				
Attach stencil and run for proof copy				
Ink machine				
Adjust vertically and horizontally				
Manual operation				
Electrical operation - use of on/off switch				
See counter				
Run copies				
Remove stencil				
Store materials/stencil				
Leave machine clean and tidy				
Observe safe practice				
Fit new tube ink				
Stacking of run off sheets				

	Very Good	Acceptable	Poor	Unacceptable

Copies

Correct number	_____	_____	_____	_____
Correct placement of print on paper	_____	_____	_____	_____
Legible	_____	_____	_____	_____
Good quality	_____	_____	_____	_____
Achieved with minimum waste	_____	_____	_____	_____

Time taken for asignment: _____

Grade : _____

Lecturer : _____

ASSESSMENT GRID B

	Very Good	Acceptable	Poor	Unacceptable
Use of Directories				
(a) Telephone				
Speed	_____	_____	____	_____
Accuracy	_____	_____	____	_____
Recording details	_____	_____	____	_____
(b) Telex				
Speed	_____	_____	____	_____
Accuracy	_____	_____	____	_____
Rcording details	_____	_____	____	_____
Telephone				
(a) Receiving a call				
Greeting	_____	_____	____	_____
Speech	_____	_____	____	_____
Manner	_____	_____	____	_____
General efficiency	_____	_____	____	_____
Completing the call	_____	_____	____	_____
(b) Making a call				
Dialling	_____	_____	____	_____
Speech	_____	_____	____	_____
Manner	_____	_____	____	_____
General efficiency	_____	_____	____	_____
Completing the call	_____	_____	____	_____
Messages				
(a) Telephone message for person not available				
Clear	_____	_____	____	_____
Concise	_____	_____	____	_____
Accurate	_____	_____	____	_____
Well written	_____	_____	____	_____
Immediate action	_____	_____	____	_____

	Very Good	Acceptable	Poor	Unacceptable
(b) Telephone call made on behalf of a member of staff who is out				
Clear	____	_____	_____	_____
Concise	____	_____	_____	_____
Accurate	____	_____	_____	_____
Well presented	____	_____	_____	_____
Immediate action	____	_____	_____	_____
(c) Telemessage				
Economic use of words	____	_____	_____	_____
Accurate	____	_____	_____	_____
Well presented	____	_____	_____	_____
Inclusion of necessary details	____	_____	_____	_____
(d) Telex				
Economic use of words	____	_____	_____	_____
Accurate	____	_____	_____	_____
Well presented	____	_____	_____	_____
Inclusion of necessary details	____	_____	_____	_____
Calculation of cost				
Telephone	____	_____	_____	_____
Telex	____	_____	_____	_____
Telemessage	____	_____	_____	_____

Grade : _____

Lecturer : _____

Student Name	Attitude/Manner			Appearance				Voice			Final Grade
	Polite	Helpful	Informative	Calm Patient	Neatly Dressed	Well Groomed	Good Posture	Correct Pace	Audible	Pleasant Tone	
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											

KEY / = Good 0 = Adequate X = Satisfactory

BEST COPY AVAILABLE

ASSESSMENT GRID D

Mailing Assignment

	Very Good	Acceptable	Poor	Unacceptable
Letter Opener				
Correct use of machine	____	_____	____	_____
Leave area tidy	____	_____	____	_____
Date stamp				
Clear	____	_____	____	_____
Well positioned on mail	____	_____	____	_____
Initialled/signed	____	_____	____	_____
Shredder				
Correct use	____	_____	____	_____
Leave area tidy	____	_____	____	_____
Addressing machine				
Preparation of master	____	_____	____	_____
Correct us of machine	____	_____	____	_____
Well positioned on envelope	____	_____	____	_____
Clear	____	_____	____	_____
Franking machine				
Set postage and date	____	_____	____	_____
Clear franking	____	_____	____	_____
Completion of control card	____	_____	____	_____
Leaving machine locked etc	____	_____	____	_____
Safety				
Demonstrate safe working habits	____	_____	____	_____
Materials				
Demonstrate economy in use	____	_____	____	_____

Time taken for assignment : _____

Grade : _____

Lecturer : _____

APPENDIX VII

CANTERBURY COLLEGE OF TECHNOLOGY

BTEC GENERAL DIPLOMA COURSE 1983-84

ANALYSIS OF REPLIES TO QUESTIONNAIRE FOR PARENTS

The following shows the percentages of response categorised by level of enthusiasm recorded against each of ten aspects of the course.

	Favourable %	No Comment %	Unfavourable %
1. Degree of interest in the course compared with interest at school	89	9	2
2. Enjoyment of course	78	22	0
3. Large room environment	65	28	7
4. Working in groups	85	15	0
5. Majority of time with three members of staff	68	28	4
6. Assignments relating to actual firms	93	7	0
7. Attitude to work	85	13	2
8. Development of confidence	87	13	0
9. Practical work	91	9	0
10. Was the course a good choice?	83	13	4

COMMENTS BY STAFF AND STUDENTS

A Member of the Team

'Developing the course was a demanding and interesting experience. It was very satisfying to be able to experiment with teaching techniques and I do believe a most rewarding relationship was developed between the team and the students. A great deal has been published on the pros and cons of team teaching - I found I learnt much from working so closely with my colleagues and would hate to go back to teaching in isolation.'

Original Fourth Member of Team

'As the major part of my timetable was committed to other secretarial teaching which required a large amount of preparation and marking, it was difficult to prepare work for the integrated approach, particularly as this could require alteration at short notice. With my other commitments, I found it impossible to spend enough time with the other members of the team to understand fully the decisions made and the progress achieved day by day.

BTEC General Studies

In November 1984 it was decided to contact the students and discover what had happened to them since the end of the course in June. The students, who had moved on to further courses in the college, especially the BTEC National, were asked whether they felt that the BTEC General course had been a good preparation for tackling a higher level course and what they thought they had gained from their college year, 1983-84. Their replies included the following comments : 'gained confidence'; 'learnt to work in groups with other people'; 'became more responsible for handing in work'; enabled me to achieve high grades providing I took responsibility for working hard'; 'made to organise work and to file so I could find'; 'fun and hard work!'

A letter was sent to the remaining students asking whether they

had found employment and, if so, whether the course had been a useful preparation for work. The replies so far received indicate the students have found a variety of employment opportunities and some of the comments from their letters are included :

'Dear Lecturers,

Thank you for your letter of 28 November. After leaving college on the Friday, I went for an interview at Economic Insurance Company, Sittingbourne on the Wednesday and started work on the Thursday.

It is only a temporary job but not for a few weeks but a few months or a year or more - there are always different jobs going there. I like my job very much. I work in Policy Control, dealing with the sending out of policies and with renewals'.

'Dear Lecturers,

Two weeks after leaving college, I got a job as a salesman, and assistant stock clerk in a furniture company. It is very enjoyable and interesting. You very rarely get two people the same. People and Communication comes in very handy, so does a bit of patience. I also answer the switchboard when called upon to do so. Thanks for everything - without you where would I be!'

'Dear Lecturers,

I have written a few points that came to mind about how the course helped me in getting into the business world. I was pleased to see on Tuesday how interested you were in how I was getting on in the job in London and I must thank you for all the hard work you put into the course to make it such a successful and enjoyable course.

Notes

The formalities of opening a Bank Account, how to write out a cheque properly and check the Bank statements you receive

each month. As my salary is paid every month into my Bank Account, I receive a pay slip which shows my basic wage, how much tax and national insurance was deducted for that month. Easy to understand now.

I think the most important thing was my Contract of Employment, which I had to sign on my first day. If this was not covered on the course I think I would have just signed it without reading it, as I would not know what exactly I was looking for in the contract.

Being in business you have to write letters every day. So when you are writing to companies you have to sell the company you are working for, by setting it out in the correct way, and wording it that the information is what they require and straight to the point.

To know how to use a photocopier is also important, as most companies nowadays reprint information for their records. As computers are in use in most offices today, this is another piece of equipment that everyone should learn about.

Working in an office, there is a lot of business that is done on the telephone, so again you have to be able to sell yourself and the company.

To work with other people, as we did on our course - this is a major point, as you are always working with other people in your department'.

'Dear Lecturers,

Thank you for your letter dated 28th November 1984; it was lovely to hear from you. I did enjoy my stay at college and I learnt a lot. I am pleased to say that I have been successful in finding a job. I now work in London (west of city) as a clerk; I answer a lot of telephone calls, typing, filing, composing my own letters, etc. I enjoy it and have had two recent pay rises! I started work in August after going to a number of agencies all over London and several interviews. I work at the Chartered Society of Physiotherapy in the Education Department's Central

Admissions Unit, where I work with another woman and we are a clearing house for applications to physiotherapy. (Rather like the UCCA system into university.) We are very busy but I enjoy it as I share an office with six other girls. I have also been left on my own (once for a week) to run the Central Admissions. I hope all you teachers are keeping fit and well and also hope this year's students are treating you well. I pity you if you've got another lot like us!!!!!'

Board of management

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Objectives

The objects for which The Further Education Unit (FEU) is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose
a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein,
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvements can be effected,
c) to carry out studies in further education and support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education,
d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.

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